School plan 2018-2020

Wentworth Falls Public School 3422

School background 2018–2020

School vision statement

Wentworth Falls Public School community values strong, resilient relationships built on a common understanding of wellbeing. We are committed to equipping students with the skills to be creative and imaginative thinkers, with tools for 21st century learning and exploring our global world. Our staff leads with inspiring teaching and learning, catering for the needs of the whole child.

School context

Established in 1887, Wentworth Falls Public School has a proud history of serving the community. Sitting alongside a national park, we respect the environment and it's role in our well being. The school has fifteen classes, including an opportunity class and we are committed to providing inclusive, safe and quality teaching and learning. The school delivers rewarding learning experiences that reflect our global world. With a strong focus on the literacy and numeracy skills, we strive to improve student outcomes with differentiated teaching and learning. High value is placed on Creative Arts through a variety of activities and events, for both school and community based projects. We are strongly supported by our parents and community, who are involved in many aspects of school life. We are a proud member of the Upper Blue Mountains Learning Community.

School planning process

Wentworth Falls Public School undertook a number of consultative processes and gathered information from various sources to help inform this plan, including the Department of Education's External Validation process in 2015.

Surveys were distributed to staff, parents and students regarding current practice and future directions. Teaching staff spent time examining the school's operation in terms of learning culture, student wellbeing, curriculum and learning, assessment and reporting, and student performance measures.

Parents and students were also given the opportunity to provide feedback to the school through a school generated survey. Parent meetings were conducted to facilitate the formation of the Strategic Directions in the school plan, including the purpose, people, processes, practices and products in this plan. Staff meetings were also held for the same purpose.

Careful analysis of data, including NAPLAN data, student wellbeing, academic assessment and attendance data, also drove the directions of future teaching and learning at the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Respectful, responsible and engaged school citizens

STRATEGIC DIRECTION 2
Quality teaching and successful students

STRATEGIC DIRECTION 3
Effective use of technology to inform and communicate

Purpose:

To ensure a student centred learning environment that develops and inspires all students to be creative, motivated and responsible life long learners and citizens.

Purpose:

To create an exciting and engaging student lead learning environment, that nurtures and stimulates students.

To increase student achievement with relevant and current educational practice to meet the dynamic and diverse needs of the school community.

Purpose:

To increase the variety and use of technology to promote collaborative teacher planning and reporting, encourage family partnerships, school connection and student engagement.

Strategic Direction 1: Respectful, responsible and engaged school citizens

Purpose

To ensure a student centred learning environment that develops and inspires all students to be creative, motivated and responsible life long learners and citizens.

Improvement Measures

Increase the proportion of students demonstrating positive community relationships and active engagement in learning, comparative to 2017 data.

Shared leadership through active student involvement and family partnerships.

Build collaboration across the student body to promote citizenship values.

People

Students

Build skills to foster well being and to optimise learning both as an individual and respectful community member.

Staff

Promote and reinforce well being strategies across the school.

Parents/Carers

To support wellbeing practices, and understand that collaboration builds the foundation for student growth and engagement.

Community Partners

Build and strengthen community ties with local agencies and the Aboriginal Education Consultative Group, to foster inclusive and
informed community relationships

Processes

To implement a whole school integrated approach to student well–being in which students can connect and succeed at each stage of their schooling.

Create and foster student relationships across the school to promote school harmony and inclusivity.

Build student leadership opportunities, to nurture collaborative partnerships across the school.

Evaluation Plan

Progress toward improvement measures will be evaluated by Tell Them From Me parent, teacher and student satisfaction surveys, student attendance and data analysis of student behaviour both in the classroom and the playground.

Practices and Products

Practices

Shared school wide responsibility is evident through consistent approaches, practices and communication on student well–being.

Student mentoring and partnerships are evident in personal development programs and whole school projects.

Products

All areas and members of the school reflect and practise the schools' well–being approaches and strategies.

A comprehensive and flexible 2018 Well–Being Policy created collaboratively with teachers, parents and students, promoting development of the whole child.

Student created Anti–bullying pamphlet, published for school community with effectiveness evaluated by teachers, parents and students.

Strategic Direction 2: Quality teaching and successful students

Purpose

To create an exciting and engaging student lead learning environment, that nurtures and stimulates students.

To increase student achievement with relevant and current educational practice to meet the dynamic and diverse needs of the school community.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy as measured on the literacy and numeracy progressions.

At least 80% of students demonstrating expected growth in the National Assessment Program in Literacy and Numeracy.

People

Students

Build skills to self–assess utilising writing rubrics.

Increase achievements measured by the literacy and numeracy progressions with a focus on resilience and competency.

Staff

To develop a coordinated approach to literacy and numeracy using the progressions, with a focus on improving student achievement across the school.

Leaders

The school executive adopts a coordinated approach to literacy and numeracy, with the expectation of improvement in literacy and numeracy standards across the school.

Parents/Carers

Develop an understanding of and value the models of learning that underpin the school's educational philosophy. Support for the school's approach and position is demonstrated and parents actively engage in their children's learning.

Processes

To develop and implement the literacy progressions in professional learning sessions and teaching practices.

To develop and implement the numeracy progressions in professional learning sessions and teaching practices.

Draw on research to implement effective, consistent syllabus lead writing teaching and learning.

Evaluation Plan

Progress towards improvement measures will be evaluated through monitoring and evaluating the teaching and assessment programs in line with the learning progressions.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning student development on the learning progressions.

Shared school wide responsibility for assessing and reporting efficiently and effectively.

All teaching programs, assessment and reporting measures in the school include the learning progressions.

Products

All writing programs include syllabus lead learning supported by program review and student work samples.

Differentiated teaching and learning programs with progress mapped on the literacy and numeracy learning progressions.

Assessment and student reports to reflect the literacy and numeracy progressions, in an efficient, flexible and relevant format.

Strategic Direction 3: Effective use of technology to inform and communicate

Purpose

To increase the variety and use of technology to promote collaborative teacher planning and reporting, encourage family partnerships, school connection and student engagement.

Improvement Measures

Create a learning environment to develop and instil skills for 21st century learners and use current communication tools to seek feedback and communicate to the community.

Increase student use of technology across the school in classrooms and extra curricular activities to connect and engage student learning.

Increase the effectiveness of communication methods to survey, inform and converse with parents and community members.

Increase the teacher use of online record keeping, promoting the use and sharing of meaningful data.

People

Students

To ensure student engagement through the use of relevant and motivating technology in all areas of learning and school life.

Staff

To increase the online record keeping to better inform practice, monitor student progress and to promote differentiation for increased student achievement.

Leaders

The school executive will endorse and promote use of online record keeping to share records and report on student learning outcomes.

Parents/Carers

Develop and extend communication methods that encourage parents to share and be part of their child's learning environment.

Processes

Implement a whole school standard for record keeping and sharing of information.

Implement online communication and feedback methods with parents and community members.

Maintain ease of use and extend ways students connect with their learning through technology.

Increase teacher online planning, assessment and reporting to increase student achievement.

Evaluation Plan

Progress toward improvement measures will be evaluated through parent and community feedback, effective online data tracking to assist teachers to increase student achievement and to engage students in learning through technology.

Practices and Products

Practices

Students use technology in their daily learning.

Teachers to store and share online data to inform and differentiate their students' teaching and learning.

All parents and community members to access information and respond to school initiatives using current tools and methods.

Products

Student work to be shared at whole school forums and to be recognised by school leaders.

All teachers to store, use and manipulate data using standard school conventions, to differentiate student learning to increase achievement.

Enhanced parent use and response using current communication methods.